

**THE EFFECT OF SOMEBODY WANTED BUT SO STRATEGY  
TOWARD READING COMPREHENSION OF NARRATIVE  
TEXT OF THE SECOND YEAR STUDENTS AT STATE  
SENIOR HIGH SCHOOL 1 TAMBANG IN  
KAMPAR REGENCY**



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PEKANBARU  
1433 H/2012 M**

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Thesis

Submitted in Partial Fulfillment of the Requirements  
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(S.Pd.)



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The thesis entitled “*The Effect of Somebody Wanted But So Strategy toward Reading Comprehension of Narrative Text of the Second Year Students at State Senior High School 1 Tambang in Kampar Regency*” is written by Sri Jumiati, NIM. 10814002320. It is accepted and approved to be examining in the meeting of final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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## **ABSTRAK**

### **Sri Jumiati, (2012): Pengaruh Strategi Somebody Wanted But So Terhadap Pemahaman Membaca Teks Narasi Siswa Pada Tahun Kedua di SMA Negeri 1 Tambang di Kabupaten Kampar**

Berdasarkan penelitian awal di SMAN 1 Kecamatan Tambang Kabupaten Kampar, guru menggunakan teknik tiga fase (didapat dari RPP ). Ada tiga kegiatan dalam teknik ini, sebagai berikut: kegiatan awal, kegiatan utama, dan kegiatan terakhir. Kegiatan awal adalah tanya jawab tentang gambar didalam buku . Kegiatan utama adalah siswa membaca teks naratif, siswa menjawab pertanyaan yang berhubungan dengan teks. Kegiatan akhirnya adalah siswa memberikan pendapat mereka tentang teks yang telah mereka baca. Teknik ini digunakan agar siswa mampu dalam memahami bacaan, namun berdasarkan pengamatan penulis, dalam kenyataannya guru bahasa Inggris di tahun kedua mengatakan bahwa banyak siswa yang masih mendapat kesulitan dalam membaca. Oleh karena itu, penulis tertarik untuk melakukan penelitian di sana.

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan dari strategi Somebody Wanted But So terhadap pemahaman bacaan siswa. Penelitian ini memiliki tiga formulasi masalah yang mana: Bagaimana pemahaman baca siswa dengan menggunakan strategi Somebody Wated But So dalam teks narrative pada tahun kedua di SMAN 1 Tambang Kabupaten Kampar?. Bagaimana pemahaman baca siswa dengan tidak menggunakan strategi Somebody Wanted But So dalam teks naratif pada tahun kedua di SMA N 1 Tambang Kabupaten Kampar?. Apakah ada perbedaan yang signifikan dari peningkatan pemahaman membaca para siswa antara siswa yang diajar dengan menggunakan strategi Somebody Wanted But So dan mereka yang tidak?

Penelitian ini dilakukan di SMAN 1 Kecamatan Tambang di kabupaten Kampar . Penelitian ini dilakukan dari tanggal 31 Oktober sampai 23 November 2011. Subyek penelitian adalah siswa kelas dua dari SMAN 1 Tambang. Banyak populasi dari penelitian ini adalah 106 siswa . Penulis menggunakan metode cluster random sampling dimana Penulis memilih dua kelas sebagai kelas kontrol dan kelas eksperimen. Kemudian, penulis menggunakan observasi dan tes dalam mengumpulkan data.

Kesimpulannya adalah  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa ada pengaruh yang signifikan dari strategi Somebody Wanted But So terhadap pemahaman bacaan siswa pada teks Naratif.



## **ABSTRACT**

### **Sri Jumiati, (2012): The Effect of Somebody Wanted But So Strategy toward Reading Comprehension of Narrative Text of the Second Year Students at State Senior High School 1 Tambang Kampar Regency**

Based on the preliminary research at SMAN 1 Tambang in Kampar regency, the teacher used three-phase technique (got in RPP/lesson plan). There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity was asking and answering about the picture in the book. The main activity was that students read Narrative text, students answered the questions related to the text. The end activity was that students gave their opinion about the text that they had already read. This technique was used to make students able to read but In fact, English teacher at the second year said that many students still got difficulties in reading. Because of this, the writer was interested in conducting a research at the school.

This research was aimed to find out the significant effect of Somebody Wanted But So strategy toward reading comprehension toward reading comprehension. The research had three formulations of the problems ; How is reading comprehension of students taught by Somebody Wanted But So strategy in Narrative text of students at the second year of State Senior High School 1 Tambang Kampar Regency? How is reading comprehension of students which are not taught by Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang Kampar Regency?. Is there any significant difference of the improvement of students' reading comprehension between those who are taught by using somebody Wanted But So strategy and those who are not taught by using the strategy.

The research was carried out at SMAN 1 Tambang in Kampar regency. It was conducted from October 31<sup>th</sup> until November 23<sup>th</sup>, 2011. The subject of the research was the second year students of SMAN 1 Tambang. The population of the research was 106 students. The writer used method cluster random sampling. The writer chose two classes as a control class and experiment class. Then, the writer used observation and test in collecting the data.

In conclusion,  $H_0$  is rejected and  $H_a$  is accepted. It means that there is significant effect of Somebody Wanted But So strategy toward reading comprehension of Narrative text.

## الملخص

ثري جوميتي (2012) : مطلوب تأثير شخص ما ولكن الاستراتيجية لذلك نحو قراءة فهم النص السردى من طلاب السنة الثانية في أول السامية الدولة 1Tambang مدرسة في ريجنسي  
Kampar

استنادا إلى الأبحاث الأولية في SMAN 1 Tambang في ريجنسي Kampar، وتستخدم تقنية المعلم من ثلاث مراحل (حصلت في RPP / درس الخطوة). وهناك ثلاثة أنشطة في هذه التقنية على النحو التالي: نشاط البداية، والنشاط الرئيسي، ونشاط آخر. وكان هذا النشاط بداية للسؤال وجواب حول الصورة في الكتاب. ويمثل النشاط الرئيسي للطلاب قراءة النص السردى، والطلاب الإجابة عن الأسئلة المتعلقة النص. لنشاط النهاية هو اعطاء الطلاب رأيهم حول النص الذي كانوا قد قرأت بالفعل. وتستخدم هذه التقنية لجعل الطلاب قادرين في القراءة ولكن استنادا إلى ملاحظة الكاتب، في الواقع معلم اللغة الإنجليزية في السنة الثانية وقال ان العديد من الطلاب لا يزال الحصول على صعوبات في القراءة. بسبب هذا، لم المصلحة الكاتب إلى البحوث وتحليل البيانات هناك.

ويهدف هذا البحث لمعرفة تأثير كبير لشخص مطلوب ولكن استراتيجية لذا نحو القراءة والفهم نحو فهم ريدينغ. البحث على ثلاث صيغ من المشاكل التي كيف هي كيف يتم القراءة والفهم للطلاب والتي هي على الرغم من قبل شخص طلوب ولكن استراتيجية وهكذا في النص السردى من الطلاب في الدولة عام أقدم مدرسة العليا 1 2 ريجنسي Kampar Tambang؟ كيف يتم قراءة مطلوب الاستيعاب لدى الطلاب والتي ليست على الرغم من قبل شخص ما ولكن استراتيجية لذلك في النص السردى من الطلاب في الدولة عام أقدم مدرسة العليا 1 2 ريجنسي Kampar Tambang؟ مطلوب ليس هناك أي اختلاف كبير في تحسين فهم الطلاب القراءة بين هؤلاء الطلاب الذين يتعلمون شخص ما ولكن ذلك استراتيجية وأولئك الذين؟ لا وقد أجري بها البحث في SMAN 1 Tambang في ريجنسي Kampar.

وأجريت من 31 أكتوبر حتى 23 نوفمبر 2011. كان موضوع هذا البحث على طلاب السنة الثانية "من SMAN 1Tambang. وكان عدد السكان في البحث 106 طالبا . الكتابة تستخدم أسلوب أخذ العينات العنقودية العشوائية. اختار الكاتب فصلين كطبقة السيطرة و. التجربة، الكتابة تستخدم للمراقبة واختبار في جمع البيانات.

تم رفض هو وخلص ويتم قبول ها. وهو ما يعني أن هناك تأثير كبير من شخص مطلوب ولكن استراتيجية لذا نحو القراءة والفهم من النص السردى.

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# CHAPTER 1

## INTRODUCTION

### A. Background

Reading is one of the skills that is very important in learning English. If we try to analyze and read Al-qur'an in Al-Alaq chapter as the first verse, it says that "Iqra bismirobbikallazi khalaq { Al-qur'an chapter 96:1).<sup>1</sup> It means that read by saying the name of Allah. In this case, Allah has commanded us to read. So if we want to learn English, we have to learn as much as possible, because by reading we may get much information about English.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or enrichment of knowledge of the reading text being read. This purpose determines the appropriate approach to reading comprehension.<sup>2</sup> In this case, reading comprehension is very important, many students get problem in reading comprehension.

Based on the syllabus in SMA N 1 Tambang, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in senior high school. At this school, the time duration of reading is 2 x 45 minutes. In syllabus said that the based competence of reading English refers to the capability of students in grasp the meaning of the functional text of essay in Recount, narrative, and procedure in daily live context. In this case, the indicators are using the past tense sentence in conveying an event, using imperative

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<sup>1</sup> *Alqur'an Al-Karim dan Terjemahannya*. (Semarang: PT Karya Toha Putra), Chapter 96:1

<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

sentence in making a recipe , using direct and indirect sentence in narrative text , product narrative , procedure ,and recount text.<sup>3</sup>

In teaching and learning process, the teacher used three-phase technique ( got in RPP/lesson plan) . There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity was asking and answering about the picture in the book. The main activity it that s students read Narrative text, Students answer the questions related to the text. The end activity is students give their opinion about the text that they have already read. This technique is used to make the students able to read. In fact, based on writer's observation, English teacher at the second year of the school said that students still get difficulties in reading. They still get difficulties in reading comprehension. It can be itemized into the following phenomena:

1. Some of the students do not reach the standard competency score yet.
2. Some of the students find difficulties in reading comprehension.
3. Some of the students do not master vocabulary.
4. Some of the students are not able to answer the question based on the text.
5. Some of the students find difficulties to identify factual information of the text

For these problems, of course teacher needs an appropriate strategy or technique to help students to make their reading comprehension better. In this case, the writer wants to apply a strategy that will help students' ability in reading. The name of that strategy is Somebody Wanted But So strategy.

Preszler says that the Somebody Wanted But So strategy helps students understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those

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<sup>3</sup> Syllabus of SMAN 1 Tambang 2009/2010. Unpublished: p. 678

problems. The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.<sup>4</sup>

The somebody wanted but so strategy is consist of four charts. The first chart is about “somebody” which is the main character in the story. The second chart is “wanted” which is the main goal or motivation of character. The third chart is “but” which is the problem that faced by the character. The last chart is “so” which is solution of the problem.

Based on explanation above, the writer is conducting a research entitled” The Effect of Somebody Wanted But So Strategy toward Reading Comprehension of Narrative Text of the Second Year Students at State Senior High School 1 Tambang Kampar in Regency”.

## **B. Definition of the Term**

In order to avoid miss understanding and miss interpretation about the title and the content of the research, the writer explains the definition of the terms. The first is about the Somebody Wanted But So strategy. Somebody Wanted But So strategy is the strategy used to summarize the story. The students identify the “somebody”— that is, the protagonist of the story. They then decide what the person tried to do and what problem prevented him from doing so—the “but.” Lastly, the students describe how the person solved the problem—the “so.”<sup>5</sup> In other hand, Somebody Wanted But strategy is the strategy that used to find out the plot of the story quickly.

The Second is reading comprehension, Irwin states comprehension is an active process that brings readers’ individual attitudes, interests, expectation, skill and prior knowledge. Then reading comprehension is viewed as the process of using individual prior knowledge and the writer cues to infer the author’s intended meaning.<sup>6</sup> Tankersley also says

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<sup>4</sup> June Preszler, *On Target: More Strategies to Guide Learning Grades 4-12*. (Plaza Boulevard: ESA Regions, 2006), p. 18

<sup>5</sup> Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (New York: Association for Supervision and Curriculum Department. 1952), p. 142

<sup>6</sup> Judith Westphal Irwin, *Teaching Reading Process*. (New York: Prentice – Hall. 1986), p. 7-8



that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and the involvement with written language.<sup>7</sup> Then the writer concludes that reading comprehension is the process of extracting and constructing the meaning through interaction between the reader and the author. However, getting the meaning of the author's intended meaning, the reader needs to have a prior knowledge and skill.

The third is narrative text. Langan states that Narrative is a storytelling that related to a single story or several related ones.<sup>8</sup> Then Kurniawan and Artiningsih state that narrative is a story telling which has three main parts, they are including orientation, complication, and Solution.<sup>9</sup> Pardiyono also says narrative is kind of text that tells a past activity or even which shows the problematic experience and resolution.<sup>10</sup> So, narrative text is the text that tell a single or several story which has a problematic experience and resolution with amusing as its purpose.

Then, the last is the explanation of strategy. Strategy is a specific method of approaching a problem or task, Modes of operation for achieving a particular end, planned designs or controlling and manipulating certain information.<sup>11</sup>

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background and phenomena of the reading comprehension of the students of the second year at Senior High School 1 Tambang Kampar Regency, there are many problems that make the students difficult in reading text in English class. Thus, the problems of this research are identified in the following identifications:

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<sup>7</sup> Tankersley, Op. Cit. p. 108

<sup>8</sup> John Langan, *College Writing Skills with Readings*. (New York: McGraw Hill. 2001), p. 195

<sup>9</sup> Lanny Kurniawan and Siti Nuryuni Artiningsih, *English Today 2*. (Bogor: Quadra, 2008 ), p. 5

<sup>10</sup> Pardiyono, *Pasti Bisa: Teaching Genre – Based Writing*. (Yogyakarta: C.V Andi Offset, 2007), p. 94

<sup>11</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*. (San Francisco State University: Longman, 2000), p. 113

- a. How is reading comprehension of the students in narrative text?
- b. Which technique is more appropriate in teaching reading comprehension of narrative text?
- c. How is reading comprehension of students who are taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang Kampar Regency?
- d. How is reading comprehension of students who are not taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang Kampar Regency?
- e. Is there any significant difference of students' reading comprehension between those who are taught by using somebody Wanted But So strategy and those who are not taught by using the strategy?
- f. Is there any significant effect of students' reading comprehension between those who are taught by using somebody Wanted But So strategy and those who are not taught by using the strategy?
- g. Why most of students lack of reading comprehension?

## **2. The Limitation of the Problem**

Because of the limited time and energy, it is necessary for the writer to limit the problem. The writer focuses this research on the effect of somebody wanted but so strategy toward reading comprehension in narrative text of the second year students of State Senior High School 1 Tambang in Kampar Regency.

## **3. The Formulation of the Problem**

Based on the limitation of the problem above, the formulation of the problem in this research can be stated as follows:

- a. How is reading comprehension of students who are taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang in Kampar Regency?
- b. How is reading comprehension of students who are not taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang in Kampar Regency?
- c. Is there any significant difference of students' reading comprehension on narrative text between those who are taught by using somebody Wanted But So strategy and those who are not taught by using the strategy?
- d. Is there any significant effect of somebody wanted but so strategy toward reading comprehension in narrative text of the second year students of State Senior High School 1 Tambang in Kampar Regency?

#### **D. Objective of the Study and the Needs of the Study**

##### **1. Objective of the Study**

- a. To find out reading comprehension of students who are taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang in Kampar Regency.
- b. To find out reading comprehension of students who are not taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang in Kampar Regency.
- c. To find out the significant difference of students' reading comprehension between those who are taught by using Somebody Wanted But So strategy and those who do not.

- d. To find out the significant effect of somebody wanted but so strategy toward reading comprehension in narrative text of the second year students of State Senior High School 1 Tambang in Kampar Regency.

## **2. The Needs of the Study**

- a. To give positive contribution in teaching and learning process, especially in reading subject of the second year students of Senior High School 1 Tambang Kampar Regency.
- b. To give information and solutions for the English teachers and others who concern in learning English about the use of Somebody Wanted But So Strategy to obtain reading comprehension.
- c. To broaden the writer's knowledge about reading comprehension and narrative text.

## CHAPTER II

### REVIEWED OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

There are four skills in English which should be mastered, they are reading, speaking, writing, and listening. In this case, we can see that reading is very important skill that we have to learn it. We can enlarge our knowledge by reading. In this case, Kalayo states that reading is an activity with a purpose. A person may read in order to gain the information for enjoyment, to enhance knowledge of the language being read. The purpose of reading also determines appropriate approach to reading comprehension.<sup>1</sup> While, Nunan also says that reading is an essential skill for learners of English as a second language. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.<sup>2</sup>

Reading can help students much more if they can read well, because reading is very important. Rivers and Temperly in Nunan say one of the main purpose of reading is knowing what is happening or has happened.<sup>3</sup> In other hand the reader can get some information by reading. So students have to improve their reading skill. In this case, Mikulecky and Jeffries say that how good the student in their reading is depending on their reading habit.<sup>4</sup> Then

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<sup>1</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

<sup>2</sup> David Nunan, *Practical English Language Teaching*. (New York: McGraw Hill. 2003), p. 69

<sup>3</sup> David Nunan, *Second Language Teaching & Learning*. (New York: Newbury House. 1999), p. 251

<sup>4</sup> Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. (New York : Longman, 1996), p. 2

Kalayo also states some steps that helps student in their reading comprehension, they are as follows:<sup>5</sup>

- a. Figure out the purpose of reading.
- b. Attends the parts of the text that are relevant to identify purpose and ignore the rest.
- c. Select the appropriate strategy to reading task
- d. Check comprehension while reading.

When the readers read something, of course they have to understand what the writer said. To understand and remember what the readers read, they need to be involved with what they are reading. In other words, the readers need to be an active reader. People often think of reading as a passive activity. When they read, they should actually be interacting with the text.

In order to get successful in reading, there are some principles that students have to know it. Nunan states three principles for teaching reading, they are as follows: <sup>6</sup>

- a. Exploit the readers background knowledge

A reader's background knowledge can influence reading comprehension. Irwin also said that reading comprehension is viewed as the process of using one's own prior knowledge.<sup>7</sup> This background knowledge such as, life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language is works, knowledge of how the second language is works, and cultural background and knowledge.

- b. Build a strong vocabulary base

Vocabulary is important thing in order to make reading become successful. In order to comprehend a text, one must identify the words on the page and one must

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<sup>5</sup> Kalayo Hasibuan, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p122

<sup>6</sup> David Nunan, *Practical English Language Teaching*. (New York: McGraww Hill. 2003), p. 74

<sup>7</sup> Judith Westphal Irwin, *Teaching Reading Comprehension Processes*. (New York: Prentice – Hall. 1986), p. 7

construct their meaning,<sup>8</sup> So to make students understand about what the writer said in the text, students need to have strong vocabulary.

c. Teach for comprehension

Comprehension is essential part in order to make reading become successful. Nunan says that comprehension here is understanding, meaning, and entertainment.<sup>9</sup> In this case, teacher has to teach students of how to derive as well as analyzing and synthesizing what they have read as essential part of the reading process.

Five specific strategies will help students become an active reader:<sup>10</sup>

- a. Skimming ahead and jumping back
- b. Highlighting or underlining key words and ideas
- c. Looking up unfamiliar vocabulary words
- d. Recording your questions and comments
- e. Looking for clues throughout the text

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.<sup>11</sup> Reading is usually conceived of as a solitary activity in which the reader interacts with the text.<sup>12</sup> So, when the reader reads the text, there is an interaction between reader and text. For example, when the reader is interested in what the writer said, the reader can feel what the writer said.

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<sup>8</sup> Kristin Lems, et. al, *Teaching Reading to English Language Learners: Insights from Linguistics*. (New York : The Guilford Press, 2010 ), p. 148

<sup>9</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching Young Learners*. ( New York: McGraww Hill, 2005), p. 71

<sup>10</sup>Elizabeth Chesla, *8th Grade Reading Comprehension Success*. ( New York: Learning Express, 2001), p. 3

<sup>11</sup> David Nunan, *Practical English Language Teaching*. ( New York: Pearson Education, 2003 ), p. 68

<sup>12</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*. ( New York : Pearson Education, 1991), p. 72

Reading is an activity with a purpose. The purposes are such as for pleasure, getting the information or only for enjoyment.<sup>13</sup> Nunan says that if the students can get pleasure when they are reading, they may be able to make connection that reading in general can provide pleasure.<sup>14</sup> All of these purposes will make students read as much as possible. The more students read the better they will read.<sup>15</sup>

Reading is a centrally comprehension process.<sup>16</sup> Reading is also a cognitive process that consists of a reader, a text, and the interaction between the reader and the text. This statement is supported by Kalayo who said that reading is letters, words, sentences, and paragraph that encode meaning.<sup>17</sup> So, on the other hand, reading can be called as a complex process in which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and the author.

## **2. Reading Comprehension**

In many second or foreign language teaching situation, Reading receives a special focus. There are two reasons to supported this statement. The first, many foreign language students recoqnize that reading as one of their most important goals.The goals are like for information,and pleasure. The second, reading text provide good models for writing and provide opportunities to introduce new topic,to stimulate discussion,and to study language.<sup>18</sup> Because of that It is necessary for the readers to master reading comprehension. The readers will not get the point of what the writer said if the readers do not understand the text. Because of that comprehension is necessary in reading.

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<sup>13</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language (TEFL)*. ( Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 114

<sup>14</sup> Caroline T. Linse and David Nunan, *Practical English Language Teaching Young Learnes*. ( New York: McGraww Hill, 2005), p. 72

<sup>15</sup> Beatrice S. Mikulecky and Linda Jeffrles, *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. ( New York: Longman,1996), p. 1

<sup>16</sup> Wiliam Grabe, *Reading in Second Language: Moving From Theory to Practice*. ( New York: Cambridge University Press, 2009), p. 15

<sup>17</sup> Kalayo, Op. Cit, p. 115

<sup>18</sup> Jack C Richards, and Willy A Renandya, *Methodology in Language Teaching*. (New York: Cambridge University Press. 2002), p. 273



Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Hirai says that comprehension refers to how struggling readers "make sense" of the written page in any content.<sup>19</sup> Then, Sadoski also says that comprehension is understands something, getting its meaning.<sup>20</sup> Furthermore, Durkin in Strickland states that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but also to lifelong learning as well.<sup>21</sup> In this case, it can be seen that comprehension is very important in reading.

Snow mentioned that comprehension entails three elements, such as:<sup>22</sup>

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In addition, Snow states that to comprehend, a reader must have a wide range of capacities and abilities.<sup>23</sup> These include:

- 1) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- 3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

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<sup>19</sup> Debra L. Cook Hirai, Irene Borego et. al, *Academic Language/Literacy Strategies for Adolescents*. (New York: Routledge, 2010), p. 76

<sup>20</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York: The Guildford Press, 2004), p. 67

<sup>21</sup> Dorothy S. Strickland, Kathy Ganske, et al, *Supporting Struggling Readers and Writers*. (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114

<sup>22</sup> Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

<sup>23</sup> *Ibid*, p. 13-14

Klingner, Vaughn, and Boardman states reading comprehension involves much more than readers' responses to text. They also say reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text.<sup>24</sup> Nunan also states that the goal of reading is comprehension.<sup>25</sup> Then Tankersley states Comprehension is the center of reading.<sup>26</sup> Based on these experts opinion, it is clear enough that reading comprehension is very complex and it has important role in reading.

According to Irwin, Comprehension is an active process in which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge.<sup>27</sup> While, Tankersley states that comprehension is drawing meaning from words; it is the "essence of reading".<sup>28</sup> According to Cooper in Mubarak, comprehension is a process in which the reader may construct meaning by interacting with the text.<sup>29</sup> Based on the explanation above, the writer concludes that comprehension is the process in which the reader gets essence of reading by interacting with the text.

Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>30</sup> It means that interaction will make the reader understand what the writer talks about or the writer messages. Tankewrsley also says that readers filter new information against their own background storehouse of information and life experiences and identify and sift relevant from non relevant information. Effective readers monitor when the text is not

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<sup>24</sup> Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007), p. 8

<sup>25</sup> David Nunan, *Practical English Language Teaching*. (New York: Newbury house. 2003), p. 68

<sup>26</sup> Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development*. (New York: Association for Supervision and Curriculum Department, 1952), p. 90

<sup>27</sup> Judith, Westphal Irwin, *Teaching Reading Comprehension Process*. (New York: Prentice – Hall. 1986), p.7

<sup>28</sup> Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (New York: Association for Supervision and Curriculum Department. 1952), p. 108

<sup>29</sup> Mubarak, "Effect of Pre- Question toward Reading Comprehension of the Second Year Student at Integrated Islamic Junior High School Arroyan At- Taqwa Pekanbaru". (Pekanbaru: Islamic University of Sultan Syarif Kasim Riau. 2009), p. 11

<sup>30</sup> Tankersley, Loc. Cit

understood or is not making sense and repairs faulty comprehension whenever it occurs<sup>31</sup>. Hirai also states that Comprehension means that we learn to read, learning to read is entirely different. Both learning to read and reading to learn are essential, but reading to learn is the ultimate goal, particularly for content-area instruction.<sup>32</sup>

Based on explanation from experts above, the writer concludes that when readers read, they will make a connection between their background knowledge and the new information from the text. In this case, there is interaction between readers and text that they read. When the readers are reading, they make a prediction and conclude the information that comes from the text. Before they conclude the information from the text, they filter the information against from their background knowledge and try to make a sense or understand about text.

As the writer said above, when the readers comprehend the text, there are processes that they have to do. Irwin said that there are five processes when the reader comprehends the text, such as microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes. Microprocesses is talking about deriving meaning from the individual's idea units. Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. Then integrative is process of understanding and inferring the relationships among clauses referred to as integrative processing. Macroprocesses is the process of synthesizing and organizing individual's idea units into a summary or organized a series of related general ideas. Elaborative Processes is the process of making inferences not necessarily intended by

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<sup>31</sup>Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. (New York: Association for Supervision and Curriculum Department, 1952), p. 91

<sup>32</sup> Debra L. Cook Hirai, et. al, *Academic Language/Literacy Strategies for Adolescents : A "How to" Manual for Educators*. (New York: Routledge, 2010), p. 75

the author. While metacognitive process is the process of adjusting ones' strategies to control comprehension and long-term recall.<sup>33</sup>

Base on the explanation from the experts above, the writer concludes that reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences. Most notably, "Comprehension is an active process to which the reader brings his or her individual attitudes, interests, and expectations". However, if the readers want comprehend the text, they must to know the principles of reading. The first principles is as follows: reading is not a passive skill (the readers have to understand what the word mean), students need to be engaged with what they are reading, rtudents should be encouraged to respond the text, and prediction is major factor in reading.<sup>34</sup>

### **3. The Factors that Influence Reading Comprehension**

Reading is a complex process. This sentence is supported by Dorn and Soffos. They say that reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning.<sup>35</sup> In this case, reading is not easy, so students have to learn much about how to be a good reader. Moreover, students have to attend to some factors that influence reading comprehension. Here, Dorn and Soffos say that there are some factors that influence reading comprehension. They say that comprehension is influenced by a range of internal factors; they are perceptions, belief, motivation, and problem –solving strategies.<sup>36</sup>

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<sup>33</sup> Judith Westphal Irwin, *Teaching Reading Comprehension Process*. (Englewood Cliffs, NJ: Prentice Hall, 1986), p. 3

<sup>34</sup> Jeremy Harmer, *How to Teach English*. (Malaysia: Longman, 1998), p. 70

<sup>35</sup> Linda J Dorn and Carla Soffos, *Teaching for Deep Comprehension*. (New York : Stenhouse Publishers, 2005), p. 6

<sup>36</sup> Dorn and Soffos, Loc. Cit

Carver also states the three primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passages involved. If the level of difficulty of the text is higher than the level of ability of the individual, so the Individual will get difficulty in reading comprehension. Second, the way in which the instructions are presented by the teacher. If the teacher gives clear instruction, reading activity will run well. Third, objective consequences. This will make students easy in their reading because they know what they are going to be required.<sup>37</sup> Then, based on Anthoni Manzo, Ula Manzo, There are two factors that influence reading comprehension. The external factors come from the outside reader's head and the internal factors come from the inside reader's head.<sup>38</sup>

Bellow is the list of the internal and external factor of reading comprehension:<sup>39</sup>

External	Internal
Size of print	Linguistic competence
Text format	Word meaning
Clanty of writing	Prior knowledge about the topic
Distraction	Goal/ purpose of reading
Interest of material	Interest in the topic

While, Kahayanto in Mubarak also says that the factors that influence reading comprehension come from external and internal factors. External f actors are including reading material and teacher of reading, while, internal factors are including motivation and interest.<sup>40</sup> Based on these experts opinion above, the writer concludes that there are some factors that influence reading comprehension; they are including motivation, interest,

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<sup>37</sup> Ronald P Carver, *The Causes of High and Low Reading Achievement*. (Taylor and Francis: Lawrence Erlbaum, 2009), p. 27

<sup>38</sup> [Anthony V. Manzo, Ula Casale Manzo](#), *Content Area Reading: A Heuristic Approach*. (Colombus, Toronto , London, Melbourne: Merril Publishing Company, 1990), p. 23

<sup>39</sup> Manzo, Loc. Cit

<sup>40</sup> Mubarak. "Effect of Pre- Question toward reading comprehension of the second year student at Integrated Islamic Junior High School Arroyan At- Taqwa Pekanbaru" (Pekanbaru: Unpublished Degree. 2009), p. 14-16

materials, prior knowledge, and the purpose of reading. So being a good reader, students must attend to these factors.

#### **4. Somebody Wanted But So Strategy**

Reading comprehension is a complex intellectual process that involves two main abilities: understanding word meanings and reasoning with verbal concepts. Without these abilities, students cannot comprehend and in turn do not internalize what they read. Comprehension happens within a reader's mind, which means it cannot be measured in a tangible fashion. Comprehension can only be measured by inferring from a reader's overt behavior. The use of strategies helps teachers infer a student's comprehension of material read. Summarizing, recall, and inferential reading are all methods of instruction to determine a student's comprehension of text.

When assessing comprehension within expository text, students must discern main ideas and concepts from text, contrary to literature where students must identify key elements to summarize a story completely. Summarizing materials allows students to connect to material in a personal manner as they have the opportunity to make a connection from personal experiences to the text. A summary allows students to synthesize, analyze, and evaluate material, which develops higher order thinking skills. However, most students lack the ability to write a summary in a concise manner. When summarizing, students need to identify what happened in the story and state the main details of the expository or literary text. Most students tend to rewrite the story and tell their teacher everything that happened to demonstrate that they read the passage. This is not a summary. A summary will summarize

what the story was about in a concise and explicit manner. Using graphic organizers and the Somebody-Wanted-But-So (SWBS) strategy encourages students to develop concise summaries of literature.

To make understand about the text that they have just read, of course we need a strategy to help us understand the text. According to Kalayo, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.<sup>41</sup> In this case, the writer suggests a good strategy to make reader understand about the text. The name of this strategy is Somebody Wanted But So strategy. Preszler states that this strategy helps students to understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character's goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The strategy helps students generalize, recognize cause and effect relationships, and find main ideas.<sup>42</sup>

According to Tankersley, The Somebody Wanted But So strategy is developed by Macon, Bewell, and vogt in 1991 of year. This strategy is used to help the reader to summarize the text. It includes action of the story, historical event, or scientific occurrence by identifying the key elements. First, the students identify the "somebody" that is, the protagonist of the story. They then decide what the person tried to do ,it is called "Wanted" and what problem prevented him from doing, it is called "but." Lastly, the students describe how the person solved the problem, it called "So."<sup>43</sup>

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<sup>41</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as Foreign Language(TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115

<sup>42</sup> June Preszler, *On Target: More Strategies to Guide Learning Grades 4-12*. (Plaza Boulevard: ESA Regions, 2006), p. 18

<sup>43</sup> Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (New York: Association for Supervision and Curriculum Department. 1952), p. 142

To make clear about this strategy, below there are several steps for this strategy, prezler explains the steps of Somebody Wanted But So strategy as follows:<sup>44</sup>

a. Model the strategy extensively before asking students to create their own charts.

Explain the basic definitions for the categories depending on which variation of the chart you are using.

1. Somebody/Someone = main character or a group of people

2. Wanted/ Because = main events or a group's motivation

3. But = the conflict or problem

4. So = the resolution of the problem

b. Practice using a sample text where you provide students with the information for the Somebody /Someone column.

c. After practicing as a class, allow students to work independently.

d. Follow up the lesson by asking students to write summary paragraphs based on their charts.

Somebody wanted but so strategy makes students easy to know what the story is about. Actually this strategy just suitable for reading narrative text. It is because both of this strategy and narrative text tells the complication and resolution of the problem.

Bellow is example of Somebody Wanted But So strategy:<sup>45</sup>

Somebody	Wanted	But	So
Cinderela	wanted to go to the ball.	But she didn't have anything to wear	So her fairy godmother appeared and gave her Clothes.

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<sup>44</sup> Preszler, Op. Cit, p. 19

<sup>45</sup> Ibid, p. 18



First Little Pig	Wanted to be safe	He built his house out of straw	The big bad wolf blew it down and the pig ran to the second pig's house
Second Little Pig	Wanted to be safe	He built his house out of sticks	The big bad wolf blew it down and the pig ran to the third pig's house
Third Little Pig	Wanted to be safe	He built his house out of bricks and put a pot under the chimney	The big bad wolf could not blow it down so he came down the chimney into the pot
Big Bad Wolf	Wanted to eat the pig	The pig was in his straw house	The Big Bad Wolf huffed and puffed and blew the house down

Based on some examples from the table above, it can be seen that somebody wanted but so strategy identify the even or the activity that occur in the text. Of course it will make students easy to know what the teks talks about.

## 5. Reading Comprehension of Narrative Text

Reading narrative text is not difficult if the reader knows about narrative itself. When the readers or students read the narrative text, they have to know about what narrative is, what is the important parts that occur in the narrative text, knowing about the purpose of narrative text. In this case, Langan states that narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.<sup>46</sup> According to Hornby in Mariana

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<sup>46</sup> John Langan, *College Writing Skills with Readings*. (New York: McGraw Hill. 2001), p. 195

Karim, narrative means story or orderly account of events.<sup>47</sup> So, Narrative essays can be really enjoyable to write and to read. It is a story telling. In this case, story is told clearly and sharply. If the story is told clearly and detail, the reader will be able to understand what the writer's message or what the writer is talking about.

The narrative is the oldest structured form of human communication. The ability to process the standard elements of a narrative seems to be genetically hardwired into the human system. Parents teach language to very young children by telling them story. Moreover, people spend their lives of their last telling stories: informing the traffic officer about what happened in the accident, explaining to the boss what happened in the client coherence, letting the spouse know about the huge argument at work, explaining to the children the events that happened when they were too young to remember (Donald pharr, 2005: 174).<sup>48</sup>

Narrative is a story telling which has three main parts, they are including orientation, complication, and resolution. This statement is supported by Kurniawan and Artiningsih. They said that there are three main parts in narrative: they are including orientation, complication, and resolution. orientation is a set a of a scene that introduces the participants. While Complication is a crisis arises, then resolution is the crisis is resolved, for better or for worse.<sup>49</sup> Losambe also says that the Orientation is the relationship between orientation, complication and resolution as a causal kind.<sup>50</sup> So, to make the readers comprehend about the text, it is better for them to know these parts of narrative text.

According to Barbara Fine Clouse, there are six purposes of narration as follows.<sup>51</sup>

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<sup>47</sup> Mariana Karim, Sabroni Rachmadie, *Writing*. (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pendidikan Tenaga Akademik, 1996), p. 154

<sup>48</sup> Donald Pharr, *Writing Today: Context and Options for the Real World*. (New York: McGraw Hill, 2005), p. 147

<sup>49</sup> Lanny Kurniawan and Siti Nuryuni Artiningsih, *English Today 2*. (Bogor: Quadra, 2008), p. 5

<sup>50</sup> Lokangaka Losambe, *An Introduction to the African Prose Narrative*. (South Africa: Africa World Press, 2004), p. 20

<sup>51</sup> Barbara Fine Clouse, *The Student Writer*. (New York: McGraw Hill, 1996), p. 171

- a. To entertain

It is about account of your first meeting with your father-in –law, when you mistook him for an annoying insurance salesman.

- b. To express feelings

It is about an account of what happened when your best friend betrayed you.

- c. To relate experience. For example, an account of the time you got lost the wood for two days.

- d. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.

- e. To inform (to teach a lesson ). For example, an account of the time you got in trouble for cheating.

- f. A persuade ( to convince the reader that community service should be required in high school). For example, an account of the community service you performed as a high school senior.

Based on the explanation above, the writer concludes that Narration is a story telling. It is told very clear and detail. When the readers read narrative text, they have to attend to the structure of the narrative text. Actually, there are three main parts of narrative text, they are including orientation, complication and resolution.

Then, the purpose of the narration is to entertain, instruct clarify, and amuse. So, in order the readers comprehend about narrative text, they need to have knowledge about Narrative text.

## **6. Generic structure of Narrative Text**

Narrative text has three generic structures, they are including orientation, complication, and resolution.<sup>52</sup>

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<sup>52</sup> Barbara Fine Clouse, *The Student Writer*. (New York: McGraw Hill, 1996), p. 173

a. Orientation

it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. For example; Once upon the time the live a little girl named snow White.

b. Complication

it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication. For example; One day she heard her uncle and aunt talking About leaving Snow White in the castle because They both wanted to go to American and they Didn't have enough money to take Snow White. Snow White did not want her uncle and Aunt to do this so she decided it would be best if she ran away.

c. Resolution

it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. For example; Then she saw this little cottage. She met to seven dwarfs and lived with them. Then Snow White told the dwarfs the hole story and snow white and the 7 dwarfs lived happily ever after.

**B. The Relevant Research**

As a matter fact, there are some previous researches regarding with the effectiveness of using strategy to help students in reading comprehension. One of them was dissertation by Cheryl Lisa McNair Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy Texas A & M University - Corpus Christi Corpus Christi, Texas April 2011. The title of her dissertation is A Comparison of the Effect of Two Strategies on Adolescent Reading Comprehension And The Relationship Between Reading Ability And Reader Self-Perception. McNair compared the Split Note strategy and Somebody Wanted But So strategy. Then, the purpose of this study was to examine the effect two different strategies

had on comprehension of narrative text. Embedded in the purpose was whether or not reading ability, reading achievement, and reader self-perception appeared related to success of middle school readers. This study was quasi-experimental using a modified Solomon Four-Group design involving three South Texas schools and six teachers that examined the effect of two strategies on adolescents' comprehension of narrative text. A one way ANOVA revealed statistically significant differences were evident among the groups,  $F(2, 335) = 5.42, p < .05$ . Then, the conclusion of this research was the students who received the Split Notes strategy had higher comprehension scores than those students who received the Somebody Wanted But So summarization strategy.<sup>53</sup>

Then, the other one was conducted by Yoosabai (2009) under the title the effects of reciprocal teaching on English reading in a Thai high-school classroom. He found that the results indicated that reciprocal teaching had a significantly positive effect on the English reading comprehension and meta-cognitive reading strategies of high-school students. The post-test mean score of the experimental group was significantly higher than that of the control group at 0.05 level. Reciprocal teaching also enhanced the reading ability of both the proficient and less proficient students. Moreover, the students in the experimental group employed significantly more meta-cognitive reading strategies after reciprocal teaching at 0.05 level.<sup>54</sup>

Khairani (2007). In her research, she focused on the correlation between teaching reading activities and students' reading achievement in answering questions based on reading text at the second year of SMA Negeri 2 Ramah Hilir Pasir Pangaraian. She concluded that based on the data analysis, it had been proven that the teaching reading activities in the

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<sup>53</sup> Cheryl Lisa McNair, "A Comparison of the Effect of Two Strategies on Adolescent Reading Comprehension and the Relationship between Reading Ability and Reader Self-Perception", Udini, <http://udini.proquest.com/view/a-comparison-of-the-effect-of-two> [pqid: 2529914381/](http://udini.proquest.com/view/a-comparison-of-the-effect-of-two), retrieved on April 06<sup>th</sup> 2012 at 08:55 a.m

<sup>54</sup> Yuwadee Yoosabai, "The Effects of Reciprocal Teaching on English Reading Comprehension in a Thai High-School Classroom", [http://thesis.swu.ac.th/swudis/Eng%28Ph.D.%29/Yuwadee\\_Y.pdf](http://thesis.swu.ac.th/swudis/Eng%28Ph.D.%29/Yuwadee_Y.pdf), retrieved on June, 14<sup>th</sup> 2011

classroom was good. The average percentage after calculating was 76.9%, and students' reading was enough showed by the average percentage 62.75%. Moreover, the data analysis had proved that there was no correlation between teaching reading activities and students' reading achievement at the second year of SMA Negeri 2 Rambah Hilir. The null hypothesis was accepted either at 5% significant level (0.273) or at 1% significant level (0,354). The coefficient of  $r$  observed in correlation between teaching reading activities and students' reading achievement was 0.015%.<sup>55</sup>

### C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variable used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>56</sup> Actually, there are two variables in this research. They are variable X and Y. Variable X is the group of control and experiment, which refers to the assumption of statistical analysis of using independent sample t- test. On the other hand, Variable X is as independent ( Somebody Wanted But So strategy) and Variable Y is as dependent ( reading comprehension). Therefore, the operational concept can be seen in the following indicators.

The procedures of Somebody Wanted But So strategy are as follows:<sup>57</sup>

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<sup>55</sup> Khairani "The Correlation between Teaching Reading Activities and Students' Reading Achievement in Answering Questions Based on Reading Text at the Second Year of SMA Negeri 2 Ramah Hilir Pasir Pangaraian" (Pekanbaru: Unpublished Degree Thesis, 2009)

<sup>56</sup> M. Syafi'i, *From Paragraph to Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p. 122

<sup>57</sup> Strategy: Somebody Wanted But So." *Adolescent Literacy: Instruction*. North Central Regional Educational Laboratory/Learning Point Association, Naperville, IL. 12 June 2011 (<http://www.learningpt.org/literacy/adolescent/strategies/butso.php>)

1. Teacher gives the model of the Somebody Wanted But So... strategy by reading a selection aloud and using a chart with four columns: Somebody (character), Wanted (goal/motivation), But (conflict), So (resolution).
2. Working in small groups (of 2 or 3),
3. Ask the students to fill in the chart and write a statement by using the information from the chart.
4. Assign a story, or a chapter of a story, to the class to be read silently.
5. Each group shares the statement they have created.
6. Teacher and class discuss these statements.
7. The next day, students use the strategy independently.

The procedures of conventional strategy were as follows:

1. The teacher ask the students to read the passage on the text
2. The teacher ask the students to find out the meaning of difficult words
3. The teacher ask the students to answer the questions based on the text
4. The teacher collects the students' reading assignment.

The indicators for students' ability in reading comprehension are as follows:<sup>58</sup>

1. Students are able to identify the orientation of narrative text
2. Students are able to identify the complication of narrative text
3. Students are able to identify the resolution of narrative text

#### **D. The Assumption and Hypothesis**

##### **a. Assumption**

In general, assumptions for this research can be exposed as the following:

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<sup>58</sup> Judith Westphal Irwin, *Teaching Reading Comprehension Processes*. (New York: Prentice – Hall. 1986), p. 3

- a. Students have different ability in reading comprehension of narrative text
- b. The response of students toward the Somebody Wanted But So strategy is various.

**b. Hypothesis**

Based on the assumption above, hypothesis for this study can be forwarded as follows:

1. The alternative hypothesis ( $H_a$ )

There is a significant effect in reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the second year at State Senior High School 1 Tambang Kampar Regency.

2. The null Hypothesis(  $H_o$ )

There is no a significant effect in reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the second year at State Senior High School 1 Tambang Kampar Regency.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

This research is Quasi-experimental nonequivalent control group. This design was identical to the pre-test and post-test control group design and it used groups as a control and experimental group.<sup>1</sup> On the other hand, it involved two classes, an experiment class which was taught by giving the Somebody Wanted But So strategy, and a control class Which was not taught by Somebody Wanted But So strategy. The writer did the treatment for this research for 8 times. Knowing the effect of the treatment, firstly the writer gave pretest to the students and after that the writer gave treatment for 8 times at the experiment group, while the writer used conventional strategy at the control group . Then writer gave post-test to the students of control and experiment group. Then, the writer compared the result of the post-test between control and experiment group.

The Research design Simply Schematized as Follows:<sup>2</sup>

**Table III.1**

Group	Pre- Test	Treatment	Post-Test
E	T1	X	T2
C	T2	O	T2

With explanation as follows:

E : Experimental group

C : Control group

T1 : Pre- Test for experimental group and control group

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<sup>1</sup> Bruce W. Tuckman, *Cunducting Educatioal Research Fifth Edition*. (New York: Harcourt Brace College, 1999), p. 141

<sup>2</sup> Ibid.

T2 : Post- Test for experimental group and control group

O : Without particular treatment

X : Receiving particular treatment

In this project paper, the writer would like to research the second year students of State Senior High school 1 Tambang by applying Somebody Wanted But So Strategy. As previous observation, the writer got that experiment and control class, students had average standard of knowledge in English especially in reading, the writer gave the test to the students in order to know whether this strategy could improve students' reading comprehension or not.

### **B. Location and Time of the Research**

This research was conducted at the second year students at State Senior High School 1 Tambang Kampar Regency. This research was conducted on September 2011.

### **C. Subject and Object the Research**

The subject of this study was the second year students at State Senior High School 1 Tambang Kampar Regency, and the objects of this study was analyzing the effect of Somebody Wanted But So strategy toward reading comprehension.

### **D. Population and Sample of the Research**

The population of this research was the second year students of Senior High School 1 Tambang Kampar Regency. The writer took a sample from class of Social Study Program. They are consisted 3 classes of Social Sciences Study program (Major). In this research, the writer took a sample in Social sciences Study Program (Major). The total population of the second year students at State Senior High school 1 Tambang Kampar regency was 106. In

this research, the writer took 25% of the students<sup>3</sup>. It was because the population was relative large.<sup>4</sup> Taking the sample, the writer used simple random sampling. It was because the writer needed to take the sample based on the class. The writer also used random in this research, it was because there were three classes of class social science study program. Then the writer used two classes as experiment and control groups.

**Table III.2**

**Population of the Research**

No	Classes of Social Sciences Study Program (Major)	Total Number of Students
1	1	35
2	2	35
3	3	36
TOTAL		106

Based on the table above, there were three classes of social science study program, they were class of Social Sciences Study Program 1, class of Social Sciences Study Program 2, class of Social Sciences Study Program 3. Then the writer took the sample from class Social Sciences Study program 1 and class of Social Sciences Study Program 2.

## **E. The Research Procedure**

### **1. Procedure of Ccollecting Data for Experimental Group**

#### **a. Pre-test**

Pre-test is used to determine the ability of students selected as the sample. Items used in this pre-test consisted of 30 items. The test was about reading comprehension which

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 1997) , p. 134

was appropriate with their in-use curriculum. The test was consisting of three passages in which ten questions were each.

#### **b. Treatment**

The treatment was conducted for experimental group only. The treatment was using Somebody Wanted But So strategy in teaching reading comprehension. The length of time to apply the strategy was about eight meetings.

#### **c. Post-test**

After nine meetings (including pre-test), the post test was administrated. Results of the post-test for experimental group were used as final data for this research.

## **2. Procedure of collecting data for control group**

#### **a. Pre-test**

Goal, items, and procedures of the test for control group were the same as those conducted for experimental group.

#### **b. Conventional strategy**

In this case, the teacher taught reading comprehension for control group by using conventional strategy. The strategy used in classroom is characterized as follows:

1. The teacher asks the students to read the passage on the text
2. The teacher asks the students to find out the meaning of difficult words
3. The teacher asks the students to answer the questions based on the text
4. The teacher collects the students' reading assignment.

#### **c. Post-test**

Post-test for both control group and experimental group were administrated after giving the treatment. The results of the post-test for both control and experimental group were analyzed and used as final data for this research.

#### **F. The Instrument of Data Collection**

The writer used test as a technique in collecting the data. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedure:

1. Both groups (experimental group and control group) were asked to express their idea in reading comprehension.
2. The teacher evaluated from the test based on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying references, and making inference from reading text. It was done to make the teacher easy to collect the data.
3. The test was used to obtain the data concerning the students' reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X as Somebody Wanted But So strategy (class with treatment) , and conventional strategy (class without treatment), and Y reading comprehension). The materials of the test were adopted from the students' book for second year of State Senior High School 1 Tambang Kampar Regency.

## A. The Validity and Reliability of the test

### 1. Validity

Heaton states that the validity of a test is the extent to which it measures what is supposed to measure and nothing else.<sup>5</sup> Shohamy also states that validity refers to the extent to which the test measures what it was intended to measure.<sup>6</sup> Based on these experts explanation, the writer concludes that validity is used to determine whether or not the test can accepted in a certain program. The test will be valid if the result gives an accurate indication.

The test given to students were considered too difficult or too easy that often showed the low reliability. Item difficulty was determined as the proportion of correct responses. The formula for item difficulty is as follows:<sup>7</sup>

$$FV = \frac{R}{N}$$

Where: FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examines or students taking the test

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<sup>5</sup> J. B. Heaton, *Writing English Language Test*. (New York: Longman Inc, 1988), p. 159

<sup>6</sup> Elana Shohamy, *Practice Handbook in Language Testing for Second Language Teacher*. (New York: Tel-Aviv University, 1985), p.74

<sup>7</sup> Mubarok."Effect of Pre- Question toward reading comprehension of the second year student at Integrated Islamic Junior High School Arroyan At- Taqwa Pekanbaru". (Pekanbaru: Islamic University of Sultan Syarif Kasim Riau. 2009), p. 36

## 2. Reliability

Reliability is a criterion that can judge the quality of the test. Shohamy says that Reliability refers to the extent to which the test is consistent in its score and its gives us an indication of how accurate the test scores are.<sup>8</sup> It is clear that reliability is used to measure the quality of the test scores, and a test is consistent.

There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selecting for testing.
- b. The administration of the test, clearly this is an important factor in deciding reliability.

There are some formulas used in finding the reliability of instrument, they are including Spearman- Brown formula, Flanagan formula, Rulon formula, Hoyt formula, K- R 20 formula, and K- R 21 formula.<sup>9</sup> From all of these formula, the writer used K- R 20 formula as follow:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum V_t}{V_t} \right)$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = Total of question

$V_t$  = Variance total ( Standard deviation<sup>2</sup> )

## B. The Technique of Collecting Data

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<sup>8</sup> Elana Shohamy, *Practice Handbook in Language Testing for Second Language Teacher*. (New York: Tel-Aviv University, 1985), p. 70

<sup>9</sup> Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), p. 180

In this research, the researcher used experiment and test to collect the data. For variable X, experiment class was given to give the treatment about Somebody Wanted But So strategy to the students. According to Cresswell, we use an experiment when we want to establish possible cause and effect between our independent and dependent variables.<sup>10</sup> The researcher used test to collect the data of variable Y; pre-test before treatment and post-test after treatment. To collect the data of variable X, the researcher used observation list. The researcher will collaborate with the observer during teaching activity in the experimental class. Finally, the pre-test and post-test of the experimental class were compared to the pre-test and post-test of control class.

### C. The Data Analysis Technique

The technique of data analysis that can used in this research by the writer was T-test formula. It was in Hartono as follows:<sup>11</sup>

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where :

$t_o$  : The value of  $t$  – obtained

$Mx$  : Means score of experimental sample

$My$  : Mean score of control sample

$SDx$  : Standard deviation of experimental class

$SDy$  : Standard deviation of control class

$N$  : Number of students

Actually, in order to find out whether there was a significant effect of using Somebody wanted But So strategy toward students' reading comprehension at the second

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<sup>10</sup> John.W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299

<sup>11</sup> Hortono, *Statistic Untuk Penelitian*. (Yogyakarta: Pustaka pelajar, 2009), p. 208



year students of Senior High School 1 Tambang Kampar Regency, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean is analyzed by using T-test formula manually. Finding the effect of stratgey “Somebody Wanted But So” toward students reading narrative text, the writer used Anova by using SPSS.

The T-Test was obtained by considering the degree of freedom (df) as follows:<sup>12</sup>

$$df = N_x + N_y - 2$$

N = Number of cases

Statistically the hypotheses are:

$$H_a: t_o \geq t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o \geq t$  table or there is a significant effect of using Sombody Wanted But So s strategy towards students’ reading comprehension.

$H_o$  is accepted if  $t_o < t$  table or there is no significant effect of using Somebody Wanted But So strategy towards students’ reading comprehension.

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<sup>12</sup> *Ibid*, p. 191

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Technique of Data Collection**

The kind of this research was Quasi Experimental non-equivalent control group research design. Then the purpose of this research was to find out the effect of Somebody Wanted But So strategy toward reading comprehension of students at the second year of Senior High School 1 Tambang in Kampar Regency. To discover whether there was the significant effect of this strategy toward reading comprehension, the writer used two classes in which one class was the experiment group and the other was the control group. Actually, the writer used conventional strategy of student at control group and Somebody Wanted But So strategy was for experiment group.

Getting the data, the writer used observation and test. The observation was used to get the data from variable X and test was used to get the data from variable Y. Getting the data, the writer did eight times of observation in this research. The way for getting the data in variable X, the writer had to give pre-test to the students at experiment and control class. The writer did it because the writer needed to find the homogeneity of the students at control and experiment class.

After giving the pre-test to the students, the writer applied the Somebody Wanted But So strategy to the students at the experiment class. While conventional strategy was applied to the control class. The writer did this strategy to the students for eight times. After doing the treatment, the writer gave post-test to the students at control and experiment class. Then, the writer compared the data from control and experiment class.

All of those were done in order to find the significant effect of Somebody Wanted But So strategy toward reading comprehension.

While, the result of reading test was evaluated by concerning five components:

1. Identifying the orientation of narrative text
2. Identifying the complication of narrative text
3. Identifying the resolution of narrative text

The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedure as follows:

- a. Both groups ( Experimental group and control group ) were asked to express their idea in reading comprehension
- b. The teacher evaluated from the test based on reading comprehension aspect that consisted of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying references, and making inference from reading text. It was done to make the teacher easy in collecting the data.

The result of test from the experimental and control group can be seen in the following table:

**Table VI.1**

**Table Statistics of Experimental and Control Group**

		post_ex	post_cont
N	Valid	35	35
	Missing	0	0
Mean		71.08	63.54
Median		68.00	64.00

Mode	64	60
Std. Deviation	7.970	7.636
Minimum	52	52
Maximum	84	84
Sum	2488	2224

Based on the data on table VI.1, it can be seen that the mean of experimental group is 71.08. While for control group is 63.54. Based on these data, it showed that mean and standard deviation of experimental group is higher than control group. it means the students' reading comprehension who are taught by using Somebody Wanted But So strategy is categorized into good level. While for students' reading comprehension who are taught by using conventional strategy is categorized into enough level.

It is based on the table below: <sup>1</sup>

**Table IV.2**

**The Classification of Students' Score**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

2

## 2. The Validity and Reliability of Instrument Test

<sup>1</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara: 2009), p. 245

<sup>2</sup>Jonri Kasdi. "A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau". (Unpublished, 2006), p. 21

Before the writer took the data from both students at the experimental and control class, the writer needed to know whether the test was valid or not, and the test was reliable or not. It was done because the data should be presented accurately.

#### **a. Validity**

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. on the other hand, the test is too easy and the test is not too difficult. The standard level of difficulty is 30 and 70. Then, the proportion, correct is represented by “p”, whereas the proportion incorrect is represented by “q”. It can be seen by the following the table:

**Table IV.3**

#### **The Students Are Able to Identify the Orientation of Narrative Text**

Variable	Identifying the Orientation of Narrative Text									N
Item no.	1	2	6	7	10	11	12	16	21	35
Correct	27	14	15	18	21	15	12	12	13	
P	0.77	0.40	0.51	0.60	0.42	0.71	0.34	0.34	0.37	
q	0.22	0.6	0.57	0.48	0.4	0.57	0.65	0.65	0.62	

Based on the table above, the item numbers of question for identifying the orientation of narrative text are numbers 1, 2,6, 7,10, 11, 12, 16, and21. It shows that the proportion of correct answer for main idea of test item is number 1 that shows the proportion of correct answer is 0.77, item number 2 that shows the proportion correct answer 0.40, item number 6 shows the proportion of correct answer 0.51, item number 7 shows the proportion of correct answer 0.60, item number 10 shows the correct answer is 0.71, and item number 11 shows 0.71. Item number 12 shows the proportion of correct answer is 0.34, item number 16 shows

the proportion of correct answer is 0.34, and item number 21 that shows the correct answer is 0.37. The total correct answer for identifying the orientation of narrative text test is 0.36. Then, based on standard level of difficulty “p” is 30 and 70. So, the items of difficulties for identifying the orientation of narrative text are accepted.

**Table IV.5**

**The Students are Able to Identify the Complication of Narrative Text**

Variable	Identifying the Complication of Narrative Text									N
Item no.	3	4	8	9	13	14	18	24	17	35
Correct	15	25	17	17	13	19	19	20	21	
P	0.42	0.71	0.48	0.48	0.37	0.54	0.54	0.57	0.60	
q	0.57	0.28	0.77	0.51	0.62	0.45	0.45	0.42	0.4	

Based on the table above, it can be seen that the number items of identifying the complication of narrative text test are number 3,4, 8,9, 13,14, 18, 24, and number 17. It shows that the proportion of correct answer for vocabulary test item. Number 3 shows the proportion of correct answer 0.42, Item number 4 shows the proportion of correct answer 0.71, item number 8 shows the proportion of correct answer 0.48, item number 13 shows the proportion of correct answer 0.37, item number 14 shows the proportion of correct answer 0.54, item number 18 shows the correct answer 0.54, and item number 24 shows the proportion of correct answer 0.57, and the item number 21 shows the proportion of correct answer 0.60. The average correct answer for identifying the complication of narrative text test is 0.49. Then, based on the standard level of difficulty “p” is 30 and 70. So, the items of difficulties for complication of narrative text test are accepted.

**Table IV.7**

**The Students Are Able to Identify Inferences of Narrative Text**

Variable	Identifying the Resolution of Narrative Text						N
Item no.	5	14	15	20	23	25	35
Correct	12	19	13	11	28	11	
P	0.34	0.54	0.37	0.31	0.8	0.31	
q	0.65	0.45	0.62	0.68	0.2	0.68	

Based on the table above, it can be seen that the number items of identifying the resolution of narrative text test are number 5, 14, 15, 20, 23, and number 25. It shows that the proportion of correct answer for inferences test. Item number 5 shows the proportion of correct answer 0.34, , item number 14 shows the proportion of correct answer 0.54 item number 15 shows the proportion of correct answer 0.37, item number 20 shows the proportion of correct answer 0.31, item number 23 shows the proportion of correct answer 0.8, item number 25 shows the correct answer 0.31. The average correct answer for identifying the resolution of narrative text test is 0.33. Then, based on the standard level of difficulty “p” is 30 and 70. So, the items of difficulties for identifying the resolution of narrative text are accepted.

#### **b. Reliability of Instrument Test**

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, so it has good quality. Knowing the instrument is reliable or not, the writer used the formula K – R 20 as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \Sigma V_i^2}{V_t} \right)$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = Total of question

$V_t$  = Variance total ( Standard deviation<sup>2</sup> )

The data of students' score can be seen at Appendix 7. Based on the data that showed at appendix 7, the writer got;

$$k = 25$$

$$\sum x = 379$$

$$Npq = 5.46$$

$$N = 35$$

$$SD = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{379^2}{35}} = \sqrt{4104.02} = 64$$

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum V_t}{V_t} \right)$$

$$r_{11} = \left( \frac{25}{25-1} \right) \left( \frac{64^2 - 5.46}{64^2} \right)$$

$$= 1 \times 0.9986$$

$$= 0.9986$$

Knowing the reliability of the test,  $r_{11}$  must be compared with  $r$  product – moment.  $r_{11}$  must be higher than  $r_t$ , on the other hand  $r_{11} > r_t$ . While, on the statistical above, the score of reliability of the test is 0.9986. Then,  $r_t$  at 5% grade of significance is 0.334. while in the level of significance 1% is 0.430. Knowing the  $r_t$ , it can be seen at appendix 2. So, it can be analyzed that  $r_{11}$  is higher than  $r_t$  on the other hand, the instrument test is reliable.

### 3. The Data Presentation of Using Somebody Wanted But So strategy

(Variable x)



In this research, the writer used the observation to support the writer's research in collecting the data. When the observation was done by the writer, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental group. To obtain how to use Somebody Wanted But So strategy in increasing students' reading comprehension, the writer took data from classroom observation. It was described in the tables that presented frequency distribution of each observation. To make data clearer, it can be seen in the table below:

**Table VI.8**

**The Result of Observation**

NO	OBSERVATION	Alternative Answers	
		YES	NO
1	Teacher give the model of the Somebody Wanted But So... strategy by reading a selection aloud and using a chart with four columns: Somebody (character), Wanted (goal/motivation), But (conflict), So (resolution).	4	4
2	Teacher asks students to work in small groups (of 2 or 3),	8	0
3	Teacher asks the students to fill in the chart and write a statement using the information from the chart.	8	0

4	Teacher assigns a story, or a chapter of a story, to the class to be read silently.	8	0
5	Each group shares the statement they have created.	5	3
6	Teacher and class discuss these statements.	6	2
TOTAL		39	9
PERCENTAGE		81,25%	18,75%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case

Sudjiono (2007:43)

$$\frac{39}{48} \times 100\% = 81,25\%$$

$$\frac{9}{48} \times 100\% = 18,75\%$$

Based on the data, the category of the observation can be seen below:

- a. 76-100 = Very good
- b. 56-76 = Enough
- c. 40-55 = Less

- d. Less than 40 = Bad

Suharsimi<sup>3</sup>

The table above shows the result of observation of using Somebody wanted But So strategy in experimental group. The result of observation for answer “yes” was 81,25% and it can be said very good and for answer “No” was 18,75%, it can be said bad.

Based on the table above, it can be seen that there were some indicators which were always implemented by the teacher until eight observations, they were including:

- a. Teacher asks students to work in small groups (of 2 or 3),
- b. Teacher asks the students to fill in the chart and write a statement using the information from the chart.
- c. Teacher assigns a story, or a chapter of a story, to the class to be read silently.

But besides this, there were some indicators which were not implemented by the teacher fully. However, the most frequent treatments of using Somebody Wanted But So strategy had been implemented by the teacher (researcher).

### **3. The Data Presentation of Reading Comprehension (Variable Y)**

#### **a. Students’ Reading Comprehension Taught by Using Somebody Wanted But So Strategy.**

There were 25 items of reading comprehension test given to the respondents in this research. From this test ,the lowest score was 52 and the highest score was 84, the mean was 71.08, and standard deviation of this data was 7.96. These data was obtained from the research by manual systems. The data descriptions of reading comprehension test in experimental group are follows:

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<sup>3</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara: 2009), p. 245

**Tabel IV. 9**  
**The Frequency Distribution of Reading Comprehension Test in Experimental**  
**Group**

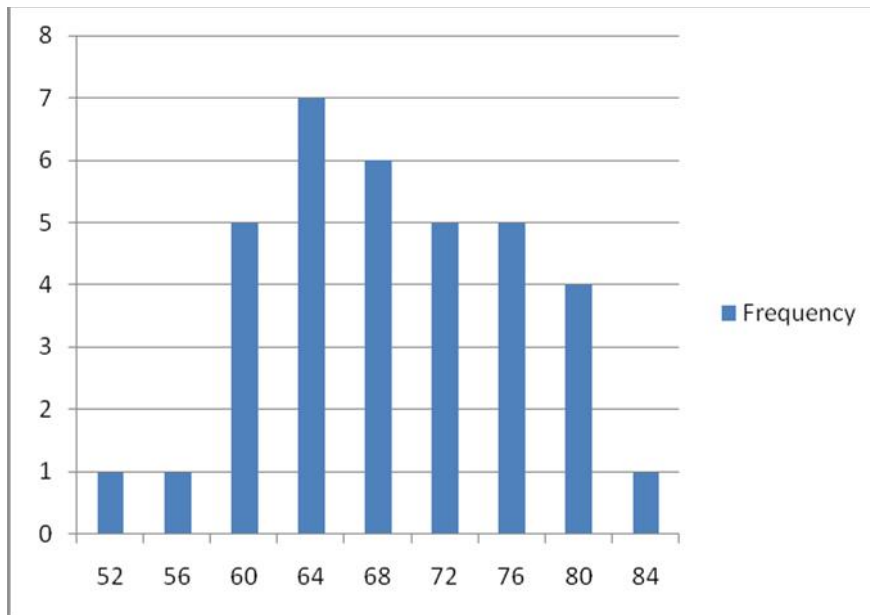
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	2.9	2.9	2.9
	56	1	2.9	2.9	5.7
	60	5	14.3	14.3	20.0
	64	7	20.0	20.0	40.0
	68	6	17.1	17.1	57.1
	72	5	14.3	14.3	71.4
	76	5	14.3	14.3	85.7
	80	4	11.4	11.4	97.1
	84	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table above, it can be seen that there are 35 respondents. In interval 52, the frequency is 2 students ( 2.9 %), the frequency of interval 56 is 2 students ( 2.9% ), the frequency of interval 60 is 5 students ( 14.3%), the frequency of interval 64 is 7 students (20.0%), the frequency of interval 68 is 6 students (17.1%), the frequency of 72 is 5 students (14.3%), the frequency of interval 76 is 5 students (14.3%), the frequency of interval 80 is 4 students (11.4%), and frequency of interval 84 is 1 student ( 2.9 %).

To know more the size of Somebody Wanted But So strategy (experimental group) result given to the 35 respondents at second years of senior high school 1 Tambang in Kampar Regency, the writer explains it in the following histogram:

**Table IV.10**

**The Frequency Histogram of Experimental Group**



**b. Students' Reading Comprehension Taught by Using Somebody Wanted But So Strategy.**

There were 25 items of reading comprehension test given to the respondents in this research. From this test ,the lowest score was 52 and the highest score was 84, the mean was 63.54, and standard deviation of this data was 7.63. These data were obtained from the research by manual systems. The data descriptions of reading comprehension test in experimental group are as follows:

**Tabel IV.11**

**The Frequency Distribution of Reading Comprehension Test in Control Group**

Post_cont		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	4	11.4	11.4	11.4
	56	5	14.3	14.3	25.7

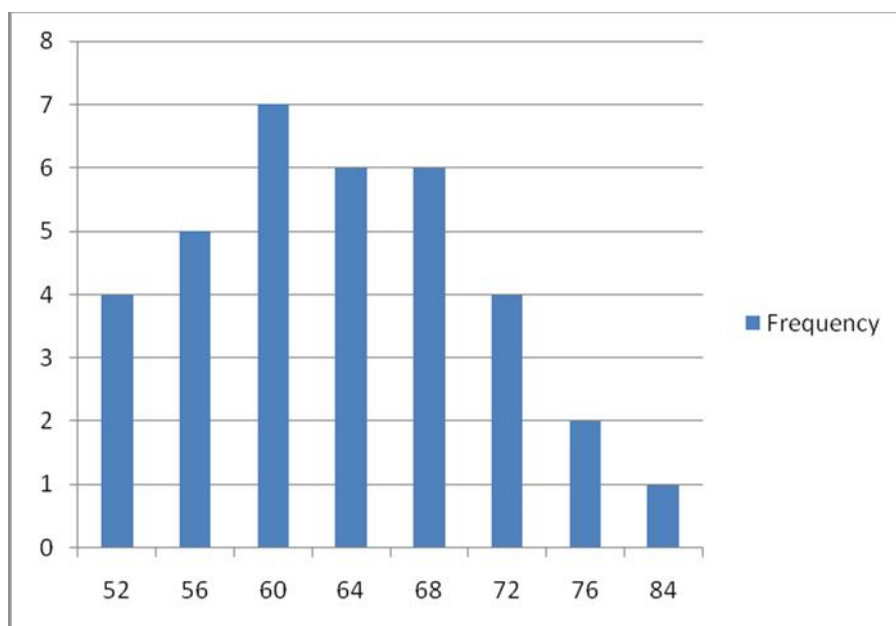
60	7	20.0	20.0	45.7
64	6	17.1	17.1	62.9
68	6	17.1	17.1	80.0
72	4	11.4	11.4	91.4
76	2	5.7	5.7	97.1
84	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Based on the table above, it can be seen that there are 35 respondents. In interval 52, the frequency is 4 students ( 11.4 %), the frequency of interval 56 is 5 students ( 14.2% ), the frequency of interval 60 is 7 students ( 20.0%), the frequency of interval 64 is 6 students (17.1%), the frequency of interval 68 is 6 students (17.1%), the frequency of 72 is 4 students (11.4%), the frequency of interval 76 is 2 students (5.7%), and frequency of interval 84 is 1 student ( 2.9 %).

Knowing more the use of use conventional strategy(control group) result given to the 35 respondents at second years of senior high school 1 Tambang in Kampar Regency, the writer explains it in the following histogram:

**TABLE IV.12**

**The Frequency Histogram of Control Group**



## B. The Data Analysis

The objective of this research are as follows:

1. To find out reading comprehension of students who are taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang Kampar Regency.
2. To find out reading comprehension of students who are not taught by using Somebody Wanted But So strategy in Narrative text at the second year of State Senior High School 1 Tambang Kampar Regency.
3. To find out the significant difference of improvement of students' reading comprehension between those who were taught by using Somebody Wanted But So strategy and those who do not.

Then, to get the objective in this research, the writer need to know the mean score (M) of both experimental and control group, and standard deviation (SD) of both experimental and control group. The formula that the writer used to got the M and SD is as follows:

1. The formula of M:

$$M_x = \frac{\sum x}{N} \quad \text{for experimental group}$$

$$M_y = \frac{\sum y}{N} \quad \text{for control group}$$

2. The formula of SD:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad \text{for experimental group}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} \quad \text{for control group}$$

The analysis of data in experimental group and control group is showed below

**Table IV.13**

**Mean and Standard Deviation of Experimental and Control Group**

	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
M	63.42	71.08	63.65	63.54
SD	5.16	7.96	0.55	7.63

1. Experimental group

$$\begin{aligned}
 X &= \frac{71.08 - 63.42}{63.42} \times 100\% \\
 &= 0.12 \times 100\% \\
 &= 12\%
 \end{aligned}$$

2. Control group

$$\begin{aligned}
 Y &= \frac{63.54 - 63.65}{63.65} \times 100\% \\
 &= -0.11 \times 100\% \\
 &= -11\%
 \end{aligned}$$

From the table above, it can be analyzed that there is significant difference between the mean score and standard deviation and the percentage between experimental group and



control group. Where, the percentage of the experimental group is increasing 12 %. While, there is no increasing for the percentage of control group, the percentage is only -11%.

**Table IV.14**

**Table Mean and Standard Deviation for Pre- Test**

No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>1</sub>	Y <sub>1</sub>				
1	Student 1	56	52	-7.42	-11.65	55.05	135.72
2	Student 2	56	60	-7.42	-3.65	55.05	13.32
3	Student 3	68	60	4.58	-3.65	20.97	13.32
4	Student 4	68	56	4.58	-7.65	20.97	58.52
No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>1</sub>	Y <sub>1</sub>				
5	Student 5	56	56	-7.42	-7.65	55.05	58.52
6	Student 6	68	60	4.58	-3.65	20.97	13.32
7	Student 7	72	52	8.58	4.35	73.61	135.72
8	Student 8	64	76	0.58	12.35	0.33	152.52
9	Student 9	56	68	-7.42	4.35	55.05	18.92
10	Student 10	72	52	8.58	-11.65	73.61	135.72
11	Student 11	56	76	-7.42	12.35	55.05	152.52
12	Student 12	64	68	0.58	4.35	0.33	18.92
13	Student 13	64	68	0.58	4.35	033	18.92
14	Student 14	56	76	-7.42	12.35	55.05	152.52
15	Student 15	68	60	4.58	-3.65	20.97	13.32
16	Student 16	68	60	4.58	-3.65	20.97	13.32
17	Student 17	60	76	-3.42	12.35	11.69	152.52
18	Student 18	60	60	-3.42	-3.65	11.69	13.32
19	Student 19	56	60	-7.42	-3.65	55.05	13.32

20	Student 20	60	60	-3.42	-3.65	11.69	13.32
21	Student 21	64	60	0.58	-3.65	0.33	13.32
22	Student 22	60	68	-3.42	4.35	11.69	18.92
23	Student 23	68	68	4.58	4.35	20.97	18.92
24	Student24	60	68	-3.42	4.35	11.69	18.92
25	Student 25	68	76	4.58	12.35	20.97	152.52
26	Student 26	64	60	0.58	-3.65	0.33	13.32
27	Student 27	60	68	-3.42	4.35	11.69	18.92
28	Student 28	64	68	0.58	4.35	0.33	18.92
No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>1</sub>	Y <sub>1</sub>				
29	Student 29	68	60	4.58	-3.65	20.97	13.32
30	Student 30	72	68	8.58	4.35	73.61	18.92
31	Student 31	64	60	0.58	-3.65	0.33	13.32
32	Student 32	72	68	8.58	4.35	73.61	18.92
33	Student 33	64	60	0.58	-3.65	0.33	13.32
34	Student 34	64	60	0.58	-3.65	0.33	13.32
35	Student 35	60	60	-3.42	-3.65	11.69	13.32
<b>Total</b>		2220	2228			932.35	1675.8

Where :

X = Experimental class

Y = Control class

$$M_x = \frac{\Sigma x}{N} = \frac{2220}{35} = 63.42$$

$$M_y = \frac{\Sigma y}{N} = \frac{2228}{35} = 63.65$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{932.35}{35}} = 63.65$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1675.8}{35}} = 6.91$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{5.16^2}{6.91^2} = \frac{26.62}{47.74} = 0.55$$

Based on the statistical above, it can be seen that F obtained is 0.55. Then, determining the homogeneity of the test,  $F_t < F_o$ . F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$df = (N_1 + N_2) - 2$$

$$= (35 + 35) - 2$$

$$= 68$$

The degree of freedom is 68. See appendix 2 to know the degree of significant 1% and 5%. The degree of significant 1% is 2.65 and the degree of significant 5% is 2.00. So, it can be analyzed that  $2.00 > 0.55 < 2.65$ . On the other hand  $f_t > f_o$ . In conclusion, the test is homogeneity.

**Table IV. 15**

**Table Mean and Standard Deviation of Post-Test**

No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>2</sub>	Y <sub>2</sub>				
1	Student 1	52	52	-19.08	-11.54	364.04	133.17
2	Student 2	56	56	-15.08	-7.54	227.4	56.85
3	Student 3	60	60	-11.08	-3.54	122.76	12.53

4	Student 4	60	52	-11.08	-11.54	122.76	133.17
5	Student 5	64	60	-7.08	-3.54	50.12	12.53
6	Student 6	68	72	-3.08	8.46	9.48	71.57
7	Student 7	64	56	-7.08	-7.54	50.12	56.85
8	Student 8	68	72	-3.08	8.46	9.48	71.57
No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>2</sub>	Y <sub>2</sub>				
9	Student 9	60	60	-11.08	-3.54	122.76	12.53
10	Student 10	72	52	0.92	-11.54	0.84	133.17
11	Student 11	68	56	-3.08	-7.54	9.48	56.85
12	Student 12	60	72	-11.08	8.46	122.76	71.57
13	Student 13	68	60	-3.08	-3.54	9.48	12.53
14	Student 14	72	56	0.92	-7.54	0.84	56.85
15	Student 15	68	52	-3.08	-11.54	9.48	133.17
16	Student 16	72	60	0.92	-3.54	0.84	12.53
17	Student 17	68	72	-3.08	8.46	9.48	71.57
18	Student 18	72	76	0.92	8.46	0.84	155.52
19	Student 19	80	60	8.92	-3.54	79.56	12.53
20	Student 20	60	56	-11.08	-7.54	122.76	56.85
21	Student 21	80	68	8.92	4.46	79.56	19.89
22	Student 22	72	60	0.92	-3.54	0.84	12.53
23	Student 23	64	68	-7.08	4.46	50.12	19.89
24	Student24	76	64	4.92	0.46	24.2	0.21
25	Student 25	64	68	-7.08	4.46	50.12	19.89
26	Student 26	76	64	4.92	0.46	24.2	0.21
27	Student 27	80	76	8.92	12.46	79.56	155.52
28	Student 28	64	64	-7.08	0.46	50.12	0.21
29	Student 29	80	68	8.92	4.46	79.56	19.89

30	Student 30	84	84	12.92	20.46	166.92	418.61
31	Student 31	76	64	4.92	0.46	24.2	0.21
No.	Students	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
		X <sub>2</sub>	Y <sub>2</sub>				
32	Student 32	64	68	-7.08	4.46	50.12	19.89
33	Student 33	76	64	4.92	0.46	24.2	0.21
34	Student 34	76	68	4.92	4.46	24.2	19.89
35	Student 35	64	64	-7.08	0.46	50.12	0.21
<b>Total</b>		2488	2224			2223.32	2041.17

Where:

X = Experimental class

Y = Control class

$$M_x = \frac{\sum x}{N} = \frac{2488}{35} = 71.08$$

$$M_y = \frac{\sum y}{N} = \frac{2224}{35} = 63.54$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2223.32}{35}} = 7.96$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2041.17}{35}} = 7.63$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$= \frac{71.08 - 63.54}{\sqrt{\left(\frac{7.96}{\sqrt{35-1}}\right)^2 + \left(\frac{7.63}{\sqrt{35-1}}\right)^2}}$$

$$= \frac{7.54}{\sqrt{\left(\frac{7.96}{5.83}\right)^2 + \left(\frac{7.62}{5.83}\right)^2}}$$

$$= \frac{7.54}{\sqrt{(1.36)^2 + (1.30)^2}}$$

$$= \frac{7.54}{\sqrt{3.53}}$$

$$t_o = 4.03$$

After writer calculated the data, the writer find out  $t_o$  is 4.03. Then, knowing whether  $H_a$  is rejected or not, the writer compared  $t_o$  with  $t_t$ .  $H_a$  is rejected if  $t_o > t_t$ . Then, knowing the  $t_t$ , the writer must find “df” in which the formula is:

$$df = (N_1 + N_2) - 2$$

$$= (35 + 35) - 2$$

$$= 68$$

The degree of freedom is 68 (see appendix 1). Based on the  $t_t$  the significance of 1% grade is 2.65 and 5% is 2.00. While, value of  $t_o$  4.03. So, it can be analyzed that  $t_o$  higher than  $t_t$  which is  $2.00 < 4.03 > 2.65$ . On the other hand,  $H_a$  is accepted which is  $t_o > t$  table or There is a significant difference in reading comprehension between students who are taught with Somebody wanted But So strategy and those who are not taught by Somebody Wanted But So strategy at the second year at State Senior High School 1 Tambang Kampar Regency.

While knowing the effect of strategy Somebody Wanted But So toward students reading narrative comprehension, the writer used Anova. Then, the writer presented the data by using SPSS in analyzing the data. Bellow is the data presentation:

**Table IV.16**  
**Correlations**

	Post_ex	Post_con
Post_ex Pearson Correlation	1	.662**

	Sig. (2-tailed)		.000
	N	35	35
Post_con	Pearson Correlation	.662**	1
	Sig. (2-tailed)	.000	
	N	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation between post-test of experiment and control class 0,662. Hartono says that the strength of relationship for the coefficient of  $r = 0,662$  is moderate relationship.

**Table IV.17**  
**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	Post_ex <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Post\_ex

**Table IV.18**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 <sup>a</sup>	.438	.421	4.82968

R square = 0.438 indicates to amount of relationship between Post-test of experiment and control class is about 43.8%.

**Table IV.19**  
**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	598.933	1	598.933	25.677	.000 <sup>a</sup>
	Residual	769.753	33	23.326		
	Total	1368.686	34			

From the table above, it can be seen that  $F_{hitung} = 25.677 > F_{0.05(1;68)} = 4.00$  and  $p = 0.05 > \text{Sig. } 0.000$ . It can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. In other word, there is a significant effect in reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the second year at State Senior High School 1 Tambang Kampar Regency.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Reading is one of the skills in which students should master it in learning English. After analyzing the data, the writer decided that there are three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension who are taught by using Somebody Wanted But So strategy at the second year of Senior High school 1 Tambang in Kampar Regency is categorized as good (71.08).
2. The students' reading comprehension who are not taught by using conventional strategy at Senior High school 1 Tambang in Kampar Regency is categorized as enough level (63.54).
3. There is significant difference between students who are taught by using Somebody Wanted But So strategy between conventional strategy toward reading comprehension. On the other hand, the writer found that there is significant effect of using Somebody Wanted But So strategy toward students' reading comprehension. The number of its different is 4.03
4. There is a significant effect in reading comprehension between students who are taught with Somebody Wanted But So strategy and those who are not taught with Somebody Wanted But So strategy students of the second year at State Senior High School 1 Tambang Kampar Regency. The number of its effect is 25,677.

## **B. Suggestion**

Considering the effectiveness of using Somebody Wanted But So strategy toward students' reading comprehension, the writer would like to give some suggestion as follows:

- 1) Suggestions for the teacher:
  - a. It is recommended to teacher to use Somebody Wanted But So strategy in teaching and learning process of reading comprehension.
  - b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
  - c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.
- 2) Suggestion for the students:
  - a. The students should try to understand the use of Somebody Wanted But So strategy in reading text.
  - b. The students should pay more attention to the lesson that has been explained by the teacher.
  - c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English, especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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